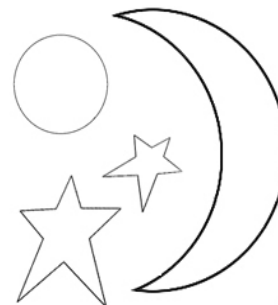


Science

We are about to begin a study of objects in the sky - The Sun, Moon, and Stars. We'll start with the Sun and use a variety of tools to observe and record its position in the sky. We'll use a compass to orient our observations. We will also use the position and length of our shadows to monitor the position and movement of the Sun. While we use the



language that the Sun rises in the east and sets in the west, we know that it really isn't the Sun moving but the rotation of the Earth on its axis gives the appearance that the stationary Sun is moving across the sky. We will be studying the predictable pattern of the Sun as it travels across the sky during the day and during the different seasons.

Then, we will study the Moon. We will start as a class by observing the Moon during the day and follow that up with night-sky observations. Since we aren't in school at night, this must be a homework assignment. As a bridge to what we have been studying in class, students will look for the Moon and other objects in the night sky when they are at home.

To make night-sky observations, take your child outside at about the same time each evening (when it's dark) and observe the sky. Take a few minutes to enjoy the night sky together. Talk about what you see. For example, if it's cloudy, just write down that it is cloudy. If it's clear, you will see stars (you might want to point out a constellation or two), planets (points of light that appear larger and brighter than stars), and sometimes the Moon. Discuss the changes in the night sky from night to night, especially the changing appearance of the Moon, and where you see it in the sky.

For this Science unit, your child needs to complete the following assignments:

1. Night-Sky Log : Have your child record "in Chinese" his or her observation in the Night-Sky Log. Please see attached. The due date will be the day after the last date of observation on your child's Night -Sky log calendar. To complete an entry, your child records the date and time. Have your child write a few sentences in Chinese about what he or she observed and draw a picture to show what the Moon looks like. **The recording sheet will be provided to your child and explained in the class.**

[illegible]

What should be included in the sundial?

- a. Use Arabic number, Roman numerals or pictographs to indicate the time of the day. If your child uses pictographs, please create a legend to explain the correspondence of the time.
- b. The sundial should include cardinal directions: East 東, West, 西 South 南 and North 北.
- c. Please be as creative as you can in designing and decorating your sundial.
- d. The name of your child



Suggestions:

- If there is no time constraint, please allow your child an opportunity to construct his or her sundial through trial and error. He or she will have to figure out the position of the sundial that works best. Therefore, during the experiments, he or she can simply use a stick as a gnomon which can be glued onto a piece of cardboard to create a shadow. However, if time is an issue, here are some tips that will assist your child to complete his or her sundial.
 - a. You need a compass and protractor. The sundial works best at 38 degree N latitude, the latitude of San Francisco Bay, so your child needs to align the Noon end of the sundial towards the North.
 - b. You can fine-tune the sundial by comparing the time you see on the sundial to the time on your watch. If there is a difference, turn the sundial until the times nearly match.
 - c. After your successful trial, you can use the materials that you want to use for your final product.
 - d. During the construction of the sundial, reinforce the science concepts as mentioned early.
 - e. Find a sunny day so that there is ample sunlight to cast the shadow on the sundial throughout the day.

- f. Find a place that is far away from buildings, trees or other objects that might cast shadows on your sundial
- g. Your sundial should not be bigger than 8x11 due to the limited space of our classroom
- h. Please use sturdy materials such as wood panel or thick cardboard. Also use wood glue or a glue gun rather than white glue.

Project Due Date: Monday, May 15th, 2017

Please refer to our classroom website for student samples.

Social Studies

Here are the main ideas we are learning this trimester in Chinese.

- North America has been home to many American Indians. California is home to many American Indians today.
- Most American Indian groups conveyed their history through myths and legends.
- They had and still have beliefs involving spirits.
- California Indians lived in different environments.
- They ate different foods, built different types of homes, and used unique types of clothing and tools.
- The U.S. Government set aside land for American Indians. These reservations make money. American Indian groups support the economy.

Family Activities

Talk Together

Discuss who your family's ancestors are. Where do they come from? What beliefs and customs in your family were passed down from these ancestors?

Learn Together

Help your child learn about Indian groups.

- Read about a nearby reservation or, if possible, visit one. How do you think living on a reservation would be similar and different from where you live now?
- Choose a city, state, or country that is very different from where you live now. Read about it. How would your lives change if you moved there?

Read Together

The California Coast, by Sera St. Antonie. (Mikweed Editions, ISBN 1-571-31631-0, 2001 Nonfiction

Chinese Language Arts

Chinese characters:

第十課、 Lesson 10 - USA is my country

[illegible]

Quizzes

Science:

Science Quiz 4: Friday, May 12

[illegible]